

# School Strategic Plan 2023-2027

Cranbourne West Primary School (5189)



Submitted for review by Andrew Bergmeier (School Principal) on 12 January, 2024 at 06:22 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 15 January, 2024 at 09:22 AM

Awaiting endorsement by School Council President

# School Strategic Plan - 2023-2027

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<b>School vision</b>	<p>Our Learning Vision is 'We believe that successful people need to be active global learners who display effective executive functioning skills.' This is achieved through:</p> <ul style="list-style-type: none"><li>- Exhibiting executive functioning skills through our daily organisation</li><li>- Readiness to engage in learning• Ability to transition from one phase of learning to another</li><li>- Ability to work individually or collaboratively to solve problems</li><li>- Ability to articulate our learning through various media</li><li>- Being motivated to do our best and wanting to learn</li><li>- Displaying positive behaviours towards others and living the school values: Respect, Trust, Learn, Sense of Humour.</li></ul>
<b>School values</b>	<p>Cranbourne West Primary School continues to value and enjoy a school community where everyone is encouraged to strive for excellence in an atmosphere of confidence, support and enjoyment. Our school values are Learn, Trust, Respect and Sense of Humour.</p>
<b>Context challenges</b>	<p>The School's key challenges are:</p> <ul style="list-style-type: none"><li>- Implementation of the Disability Inclusion initiative to ensure the best outcomes for our tier two students.</li><li>- Engaging, extending and enriching programs to support our high ability students.</li><li>- Implementation and embedding of BSEM practices to support all of our students, and in particular our students with a trauma background.</li><li>- Using evidence based practices to improve our Mathematic lesson structure and practices</li><li>- Continuing to implement and extend the PLC model within our practices.</li><li>- Introduction and embedding of a schoolwide evidence–based overarching instructional model for teaching and learning</li><li>- Introduction and embedding of systems and structures for accountability such as feedback loops and action plans.</li><li>- Develop and embed a whole school Learner Agency approach.</li></ul>
<b>Intent, rationale and focus</b>	<p>Intent</p> <p>Rationale</p>

	Focus
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<b>Goal 1</b>	To improve the learning outcomes for all students.
<b>Target 1.1</b>	<ul style="list-style-type: none"><li>• <b>NAPLAN.</b></li></ul> <p>Increase the students in the strong and exceeding proficiency levels in Year 3 NAPLAN for:</p> <ul style="list-style-type: none"><li>• Reading from 49%</li><li>• Writing from 59%</li><li>• Mathematics from 49%</li></ul> <p>Increase the students in the strong and exceeding proficiency levels in Year 5 NAPLAN for:</p> <ul style="list-style-type: none"><li>• Reading from 70%</li><li>• Writing from 72%</li><li>• Mathematics from 41%</li></ul>
<b>Target 1.2</b>	<p><b>By 2027, increase the percentage of positive endorsement on the School Staff Survey (SSS) for:</b></p> <ul style="list-style-type: none"><li>• Academic emphasis from 62% (2022) to 70%.</li><li>• Collective efficacy from 86% (2022) to 90%.</li><li>• Teacher collaboration from 70% (2022) to 78%.</li></ul>

<b>Target 1.3</b>	<p><b>By 2027, increase the percentage of positive endorsement for students in Years 4–6 on the Attitudes to School Survey (AtoSS) for:</b></p> <ul style="list-style-type: none"> <li>• Sense of confidence from 78% (2022) to 82% or above.</li> <li>• Stimulated learning from 86% (2022) to 90% or above.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop, document, and embed an evidence–based overarching instructional model for teaching and learning.</p>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop, document, and embed a whole school approach to the teaching of numeracy.</p>

<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed the PLC model.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Goal 2</b>	Improve students' wellbeing and engagement in learning and life at school.

<b>Target 2.1</b>	<p><b>By 2027, increase or maintain the percentage of positive endorsement for students in Years 4–6 on the Attitudes to School Survey (AtoSS) for:</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 74% (2022) to 80%.</li> <li>• Advocate at school at 92% (2022).</li> </ul>
<b>Target 2.2</b>	<p><b>By 2027 decrease student attendance for:</b></p> <ul style="list-style-type: none"> <li>• Days absent per student from an average of 26.3 days (2022) to 20 days or less per student.</li> <li>• F–6 students with 20 or more absence days from 47% (2022) to 40%.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a whole school approach to the activation of student agency.</p>
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	

<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement a whole school approach to the Disability Inclusion reforms.</p>
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Audit, review, develop and implement a whole school approach to student wellbeing and engagement practices.</p>
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to</p>	



support student learning, wellbeing and inclusion	
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